



FEDERAL GRANTS MANAGEMENT  
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
PO BOX 480, JEFFERSON CITY, MO 65102  
**CONSOLIDATED FEDERAL PROGRAMS SELF-MONITORING CHECKLIST**

**2002-2003 School Year**

School District \_\_\_\_\_ County-District Code \_\_\_\_\_

Federal Programs Coordinator \_\_\_\_\_ Date of MSIP review \_\_\_\_\_

Districts scheduled for an MSIP review during the 2002-2003 school year must complete this form and send it to:  
Federal Grants Management, PO Box 480, Jefferson City, MO 65102.  
**IT MUST BE POSTMARKED BY SEPTEMBER 6, 2002.**

### Directions

1. Respond to each of the following monitoring requirements by placing an appropriate code (*see below*) on the line to the left of the item. **Responses are required on each lettered item**, and documentation proving compliance must be kept on file at the district.
2. Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for possible review during MSIP. Do not send copies of evidence sources to Federal Grants Management.
3. If you have any questions, call your Grants Management Supervisor for assistance.

### Code Key

- DC** = District Compliant: A review indicates compliance. When using this code, the district must have the documentation readily available for review by Federal Grants Management, if requested.
- DR** = District Resolving: A review indicates a compliance discrepancy. When using this code, use the comment section to explain how the district intends to resolve the discrepancy and the intended time frame for completion.
- DA** = District Assistance: The district requests assistance. A supervisor from Federal Grants Management will contact the district to arrange for assistance.
- NA** = Not Applicable to this district.

### Assurances

The authorized representative assures the Department of Elementary and Secondary Education that the district shall:

1. Receive and expend federal funds in a manner consistent with the intent of the approved application.
2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the programs.
3. Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the programs, and all other applicable statutes, including: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendment of 1972; Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Gun-Free Schools Certification.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to the Department of Elementary and Secondary Education the amount of any funds made available to the applicant that may be determined by the Department, or an Auditor representing the Department, to have been misspent or otherwise misapplied.

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Date

**KEY:****DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****General Provisions****1. Complaint Procedures for Federal Programs** (see *DESE's sample on the web*):

- a. \_\_\_\_\_ The district routinely disseminates to parents a copy its complaint procedures for federal programs.

**2. Nonpublic Participation** (see *Administrative Manual*, pp. 15 and 45-46):

- a. \_\_\_\_\_ The district conducts timely consultation with nonpublic school officials in the project planning stage for Titles I, II, A, III, and IV. A.

☐ Completed Public/Private Design for Educational Service. Required signatures are dated prior to substantial approval of the federal programs application.

- b. \_\_\_\_\_ The district expends or protects sufficient project funds for equitable services to eligible nonpublic schools

**Evidence Sources:**

☐ Title I Breakdown of Allocation

☐ Budgets for Titles I, II, A, III, IV. A, reflect appropriate amounts for proposed nonpublic expenditures

**3. Obligation of Funds** (see *Administrative Manual*, p. 10):

- a. \_\_\_\_\_ The district provides documentation that funds are obligated (purchase orders made or services contracted) only between the time of project approval and the end of the grant period.

- b. \_\_\_\_\_ Application Approval Date for 2002-2003 School Year (see Internet Application) \_\_\_\_\_

Title I First Obligation Date \_\_\_\_\_

Title I. C Migrant Ed. First Obligation Date \_\_\_\_\_

Title II. A First Obligation Date \_\_\_\_\_

Title II. D First Obligation Date \_\_\_\_\_

Title III First Obligation Date \_\_\_\_\_

Title IV. A First Obligation Date \_\_\_\_\_

Title V First Obligation Date \_\_\_\_\_

Title VI. B Subpart 2 First Obligation Date \_\_\_\_\_

**4. Accounting Requirements** (see *Administrative Manual*, p. 12):

- a. \_\_\_\_\_ Obligations and expenditures of state and federal funds are recorded separately by program.

**5. Documentation Related to Payment of District Staff** (see *Administrative Manual*, p. 12):

- a. \_\_\_\_\_ The Core Data Program Code and caseloads are correct for FTEs and consistent with the application.

- b. \_\_\_\_\_ There is documentation of time for partial FTEs.

**Evidence Sources:**

☐ Time and effort logs

☐ Work schedules

- c. \_\_\_\_\_ For stipends and out-of-contract time paid, the district maintains supporting records.

**Evidence Sources:**

☐ Workshop sign-in sheets

☐ Time and effort logs

- d. \_\_\_\_\_ The district biannually certifies that all full-time staff funded from a single federal funding source or from an established funding pool (such as the administrative pool) are conducting activities consistent with the purposes of the funding source(s).

**6. Inventory** (see *Administrative Manual*, p. 13):

- a. \_\_\_\_\_ A centralized inventory control system, including all required components, accounts for all equipment purchased with federal dollars.

- b. \_\_\_\_\_ Capital outlay purchases are consistent with the application.

- c. \_\_\_\_\_ District labels all inventory items purchased with federal funds.

**7. Board-approved District CSIP** (see *Administrative Manual*, p. 8):

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- a. \_\_\_\_\_ The activities of all federal programs are reflected in the board-approved CSIP. The district indicates the source of federal funding, in whole or in part, as applicable, for each relevant action step.

**Evidence Sources:**

☐ Goals for Title I

☐ Goals for Title I. C

☐ Goals for Title II. A

☐ Goals for Title II. D

☐ Goals for Title III

☐ Goals for Title IV. A

☐ Goals for Title V

☐ Goals for Title VI. B Subpart 2

**8. Reporting Requirements**

- a. \_\_\_\_\_ District Report Card includes all items required by federal legislation to be reported to the public.

**Comments for items indicated DR – Please include plan and time frame for resolution:**

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## Title I. A: Improving the Academic Achievement of the Disadvantaged

**1. Schoolwide Planning** (see *Administrative Manual*, p. 28):

- a. \_\_\_\_\_ Each building with a schoolwide plan implements the activities contained in the plan.
- b. \_\_\_\_\_ Any changes have been amended into the plan
- c. \_\_\_\_\_ (If applicable) Schoolwide buildings with significant number of students from other language backgrounds have made the plan available to parents of such students in the parents' primary language.

**2. Student Eligibility in Targeted Assistance Programs** (see *Administrative Manual*, pp. 22-23):

- a. \_\_\_\_\_ Student eligibility is determined by multiple, educationally-related, objective criteria. (Criteria in preschool through grade two programs must consist solely of teacher recommendation, parental interviews, developmentally appropriate measures, or other similar criteria).
- b. \_\_\_\_\_ Master lists of eligible students are available that indicate which students have been selected to participate, the criteria used for selection, weighting of criteria, and appropriate overall cut-off score.
- c. \_\_\_\_\_ Migrant or limited English proficient children have been identified for services on the same basis as other children.

**3. Annual Evaluation Process** (see *Administrative Manual*, p. 41):

Evidence exists that the district conducts an annual review of the Title I - funded activities.

- |   |   |
|---|---|
| a. _____ Appropriate representation of school personnel | e. _____ Review of program strengths and weaknesses   |
| b. _____ Agenda   | f. _____ Documentation of recommendations and revisions                                     |
| c. _____ Sign-in sheet from attendees                   | g. _____ Buildings have been notified regarding their Adequate Yearly Progress (AYP) status |
| d. _____ Review of student achievement data             |   |

**4. Coordination** (see *Administrative Manual*, p. 29):

Written documentation indicates that coordination occurs between Title I staff and classroom staff through:

- a. \_\_\_\_\_ Shared instructional objectives.
- b. \_\_\_\_\_ One or more of the following: joint planning time, shared lesson plans, quarterly objective sheets, individual student plans, Comprehensive School Improvement Plan (CSIP) or Schoolwide Plan.
- c. \_\_\_\_\_ Evidence to demonstrate coordination among teachers in Migrant Education, ESL, Homeless, and Neglected and Delinquent services.

**5. Parents Right to Know** (see *Companion Document*, pp. 4-5)

- a. \_\_\_\_\_ Parents of each student attending a school receiving Title I funds have been notified that they may request information regarding the professional qualifications of the student's classroom teachers. (Examples: letters, newsletters, handbooks, etc.)

**6. District-Level Parent Involvement Policy** (see *Administrative Manual*, pp. 32-33):

- a. \_\_\_\_\_ The district has a parent involvement policy, and activities are conducted consistent with the policy.
- b. \_\_\_\_\_ For districts with allocations over \$500,000, one percent of the allocation is budgeted for parent involvement.

**7. Building-Level Parent Involvement Plan** (see *Administrative Manual*, pp. 33-35):

Each building receiving Title I funds must have a plan for parent involvement that includes:

- a. \_\_\_\_\_ Strategies for communication.
- b. \_\_\_\_\_ Descriptions of how the parent-school compact was developed and its purpose.
- c. \_\_\_\_\_ Strategies for increasing opportunities for parent involvement.
- d. \_\_\_\_\_ Buildings with significant numbers of students from language backgrounds other than English have made the plan available to parents of such students in the parents' primary language.

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**8. Building-Level Implementation of Parent Involvement Plan** (see *Administrative Manual*, p. 33):

- a. \_\_\_\_\_ Evidence exists that the parent involvement plan and parent-school compacts were disseminated.
- b. \_\_\_\_\_ Evidence exists of parent meetings or workshops.
- c. \_\_\_\_\_ Evidence exists that the district is using one percent of its allocation for parent involvement. (if applicable, see 10. b).

**Evidence Sources:**

- ☐ Agendas, minutes of meetings
- ☐ Completed sign-in forms
- ☐ Copies of correspondence to parents
- ☐ News reports, etc.
- ☐ Parent survey

**9. Personnel** (see *Administrative Manual*, pp. 29-32):

The district provides evidence that:

- a. \_\_\_\_\_ Proper credentials and certificates are on file with the district.
- b. \_\_\_\_\_ Caseloads as listed on class rosters are appropriate for instructional staff.
- c. \_\_\_\_\_ Teachers and paraprofessionals' schedules reflect the number of appropriate instructional minutes for staff and students.

**10. Breakdown of Allocation** (see *Administrative Manual*, pp. 19-20):

The district provides evidence that each eligible building receives the allocated amount of funds and in the order indicated on the approved Breakdown of Allocation (BOA).

- a. \_\_\_\_\_ Current building-level budgets and expenditures correspond to BOA
- b. \_\_\_\_\_ For districts with allocations over \$500,000, one percent of the allocation is budgeted as a set aside for parent involvement.

**Evidence Source:**

- ☐ Bookkeeping record of related expenditures

**11. Targeted Usage** (see *Administrative Manual*, p. 36):

Materials, equipment, and facilities funded by Title I are used according to regulations and guidelines evidenced by:

- a. \_\_\_\_\_ Observations, interviews, and records of usage with staff indicate that Title I - funded materials, and facilities are used only by participating students.

**12. Preschool Education Programs** (see *Administrative Manual*, p. 36):

- a. \_\_\_\_\_ District follows one of the recommended models for its Title I – funded preschool. Check model being used:

- ☐ Head Start Education and Early Childhood Development Standards
- ☐ Project Construct Curriculum Model
- ☐ High/Scope Curriculum Model
- ☐ Creative Curriculum Model

**13. Neglected and Delinquent Institutions** (see *Administrative Manual*, pp. 46-50):

- a. \_\_\_\_\_ The district's application for Neglected or Delinquent funds is on file and describes the program to be implemented along with relevant formal agreements between the district and institutions to be served.

**14. Required Professional Development Expenditures** (see *Administrative Manual*, pp. 39-40):

- a. \_\_\_\_\_ The district can demonstrate that it has allocated at least 10 percent of the amount of its Title I building allocation for professional development following a building's finding of failing to make Adequate Yearly Progress (AYP). Funding **must address the area(s) in which each building has been found to be deficient.**

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## Title I. C: Migrant Education Program

**1. Eligibility** (see *Administrative Manual*, pp. 53-55):

Priority for services is given to migrant children most at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the regular year.

- a. \_\_\_\_\_ Master lists of eligible students are available that indicate students selected to participate, the criteria used for selection, the weighting of criteria, and the appropriate overall cut-off score.

**2. Coordination** (see *Administrative Manual*, p. 55):

Evidence exists of coordination with other local, state, and federal programs through:

- a. \_\_\_\_\_ Student participation list with migrant students identified.  
b. \_\_\_\_\_ Staff meeting minutes and agendas.  
c. \_\_\_\_\_ One or more of the following: shared instructional objectives, shared lesson plans, individual student plans, joint planning time.

**3. Parent Involvement** (see *Administrative Manual*, pp. 60-61):

- a. \_\_\_\_\_ The district provides documentation of appropriate consultation with a Parent Advisory Council in the planning, implementation, and evaluation of the migrant project.  
b. \_\_\_\_\_ The district involves migrant parents in policy development, parent-school compacts and capacity building activities.  
c. \_\_\_\_\_ The district provides evidence that information is provided in a language and form that parents understand.

**Evidence Sources:**

- ☐ Meeting minutes  
☐ Sign-in sheets from policy, planning, and capacity building meetings  
☐ Flyers, announcements, letters to parents in their native language (if appropriate)

**4. Professional Development** (see *Administrative Manual*, p. 59):

- a. \_\_\_\_\_ All MEP paid staff members have received inservice provided by the regional MEP center.

**Evidence Sources:**

- ☐ Workshop registrations  
☐ Written summary of inservice activity  
☐ Log of mileage, cost of meals, agenda from inservice activity

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## Title II. A: Teacher and Principal Training and Recruiting

**1. Needs Assessment** (see *Administrative Manual*, p. 64):

The district maintains documentation that:

- a. \_\_\_\_\_ A needs assessment for professional development and hiring was conducted within the last three years with input from public and nonpublic staff, including Title I-funded teachers.
- b. \_\_\_\_\_ Professional development decisions were based on student achievement data.
- c. \_\_\_\_\_ A CSIP/district professional development plan reflects the needs assessment findings.

**Evidence Sources:**

- ☐ Educator surveys
- ☐ Minutes of professional development committee meetings
- ☐ Administrator assessments of teacher performance
- ☐ Other student data

**2. Activity Assessment** (see *Administrative Manual*, p. 66):

- a. \_\_\_\_\_ The district provides evidence of assessing the activities in relation to the goals identified in the professional development plan (see the "*Missouri Professional Development Guidelines for Student Success*") or CSIP.

**Evidence Sources:**

- ☐ Review of pre and/or post activity student achievement data
- ☐ Description of activity and objectives
- ☐ Student learning outcomes
- ☐ Planned or demonstrated uses of new knowledge and skills
- ☐ Dates of initial and follow-up activities
- ☐ Other: Please describe \_\_\_\_\_

**3. Activity Implementation** (see *Administrative Manual*, p. 65):

Professional development activities funded through Title II. A are:

- a. \_\_\_\_\_ Focused on improving student achievement
- b. \_\_\_\_\_ Connected to the district's or building's CSIP
- c. \_\_\_\_\_ Providing opportunities to learn and share new knowledge and skills in subject content and teaching strategies
- d. \_\_\_\_\_ Sustained over time by providing additional information, time for practice, and sharing of results with colleagues
- e. \_\_\_\_\_ Selected based on scientific research
- f. \_\_\_\_\_ Supported with time and teacher materials for effective implementation
- g. \_\_\_\_\_ Meeting the needs of students from historically underrepresented populations
- h. \_\_\_\_\_ Evaluated based on impact on teacher effectiveness and student learning

**Evidence Sources:**

- ☐ Lesson plans
- ☐ Teacher schedules
- ☐ Observation notes
- ☐ Minutes of meetings
- ☐ Pre and post surveys



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## Title II. D: Enhancing Education Through Technology

**1. Professional Development** (see *Companion Document*, p. 6)

- a. \_\_\_\_\_ The district can demonstrate that it has spent at least 25 percent of the total funds available for professional development that addresses the use of technology in instruction.

**2. Internet Use Policy**

- a. \_\_\_\_\_ The district has a board-approved Internet Use Policy and complies with the Children's Internet Protection Act (CIPA). The Internet Use Policy was adopted after holding at least one public meeting or hearing.

**Evidence Sources:**

- ☐ Sign-in sheets
- ☐ Agenda
- ☐ Minutes
- ☐ Notice of meeting

**Comments for items indicated DR – Please include plan and time frame for resolution:**

**KEY:****DC = District Compliant****DR = District Resolving****DA = District Assistance****NA = Not Applicable to this district****Title III: Instruction for Limited English Proficient and Immigrant Students****SEE SUPPLEMENTAL GUIDANCE FOR TITLE III****1. Student Identification**

- a. \_\_\_\_\_ Based on its written assessment plan, the district annually assesses the English proficiency of all limited English proficient children participating in this program, or the district has contracted for such services.

**Evidence Sources:**

- ☐ Title III Limited English Proficient Assessment Plan  
☐ Student assessments

**2. Activity Implementation**

- a. \_\_\_\_\_ Activities are based on scientific research on effectively teaching LEP children.

**Evidence Sources:**

- ☐ Documentation file of research

**3. Personnel**

- a. \_\_\_\_\_ Teachers in any Title III language instructional program are fluent in English and any other language used for instruction, and have good written and oral communication skills.

**Evidence Sources:**

- ☐ Signed statement from building principal certifying that teacher is fluent in English and any other language used for instruction

**4. Professional Development**

- a. \_\_\_\_\_ Professional development activities are scientifically based and meet other program requirements.

**Evidence Sources:**

- ☐ Written summary of inservice activities

**5. Evaluation**

- a. \_\_\_\_\_ Based on its written evaluation plan, the district has completed an evaluation of children that includes the percentage of children who are making progress in attaining English proficiency, have transitioned into classrooms not tailored to LEP children, and are meeting the Show-Me Standards

**6. Parent Notification**

- a. \_\_\_\_\_ The district has notified parents of a limited English proficient child within 30 days after the beginning of a school year (two weeks for a child entering school after the year has started) of the reason their child has been identified to participate in an LEP program, specifics of the program, and parents' rights.
- b. \_\_\_\_\_ Information presented to parents is provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

**Evidence Sources:**

- ☐ Examples of notification to parents  
☐ List of participating students

**7. Parent Involvement**

- a. \_\_\_\_\_ The district has implemented an effective means of outreach to parents of limited English proficient children to inform them of how they can be actively involved in the education of their children in learning English, achieving at high levels, and meeting the Show-Me Standards.

**8. Parent Recommendations**

- a. \_\_\_\_\_ Administrators, Title I teachers, and LEP teachers meet at least annually to consider and respond to parent recommendations.

**Evidence Sources:**

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- ☐ Meeting agendas and minutes of meetings
- ☐ List of attendees

**Comments for items indicated DR – Please include plan and time frame for resolution:**

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- a. \_\_\_\_\_ The district provides evidence of ongoing consultation with State and local government representatives, representatives of schools to be served (including nonpublic), teachers and other staff, parents, students, community-based organizations, and others with relevant expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.

**Evidence Sources:**

- ☐ Written recommendations (minutes from meetings)  
☐ Dated agendas  
☐ Dissemination of flyers, pamphlets, etc. including drug use and violence prevention information  
☐ Meeting sign-in sheets indicating group affiliation

**2. Activities Development and Assessment** (see *Administrative Manual*, pp. 69-73):

- a. \_\_\_\_\_ The district biennially conducts and analyzes the Safe and Drug-Free Schools and Communities (SDFSC) survey and/or alternative data.  
b. \_\_\_\_\_ The district annually evaluates the overall effectiveness of the Title IV. A activities as related to the six Principles of Effectiveness from the United States Department of Education.  
c. \_\_\_\_\_ Title IV. A funded activities are based on drug and violence assessment results and the six Principles of Effectiveness.

**3. Activity Implementation** (see *Companion Document*, p. 7)

- a. \_\_\_\_\_ No more than 40 percent of the district's Title IV. A funds are being used for security purposes, of which no more than 50 percent is used for security equipment.  
b. \_\_\_\_\_ Purchases relate to allowable uses and follow the guidance of the Principles of Effectiveness. (No purchase of give-away items.)

**4. Parent/Community Involvement** (see *Administrative Manual*, p. 73)

- a. \_\_\_\_\_ The district includes activities to facilitate input from parents and involve parents and community.

**Evidence Sources:**

- ☐ Parent education training/workshops/in-service/classes  
☐ Letters to parents  
☐ Schedules of parent education activities  
☐ Flyers  
☐ Sign-in sheets from parent education activities  
☐ Media announcements, articles  
☐ Questionnaires or surveys from parents

**5. Public Reporting** (see *Administrative Manual*, p. 70):

- a. \_\_\_\_\_ The district publicly reports progress toward attaining the objectives specified in the CSIP.

**Evidence Sources:**

- ☐ Letters to parents  
☐ Information in school newspaper  
☐ Other. Please describe: \_\_\_\_\_

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## Title V. A: Innovative Programs

**1. Annual Evaluation:** (see *Administrative Manual*, p. 77):

- a. \_\_\_\_\_ The district conducts an annual review that includes use of funds, students served, program strengths and weaknesses, and how student academic achievement was affected. The evaluation is used to make decisions about changes for use of funds for the next school year.

**Evidence Sources:**

- ☐ Agenda, meeting minutes
- ☐ Usage records
- ☐ Survey or other documentation

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**Title VI. Part B: Rural Low Income**

**1. Implementation** (see *Companion Document*, p. 9)

- a. \_\_\_\_\_ Use of funds is consistent with application budget.

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